

Grammar *Extra*

Unit 1 Questions. Tense review

Questions

Word order

The usual word order for questions is:

Question word	(Auxiliary) verb	Subject	
—	Is	she	happy?
—	Have	they	eaten?
What	does	"niece"	mean?
Where	are	you	going?
When	did	he	graduate?

Yes/No questions and short answers

In Yes/No questions with *be*, you put *am/are/is/was/were* before the subject.

Is she tired? Yes, she is.

Were they late? No, they weren't.

In Yes/No questions with the simple present and the simple past, you put *do/does/did* before the subject.

Do you live here? Yes, I do.

Did Jim and his two sisters go to college? No, they didn't.

In Yes/No questions with other verb structures, you put the auxiliary verb before the subject.

Have you been to Peru? Yes, I have.

Can she drive? No, she can't.

Wh questions

Questions with *What, Where, How many*, etc. have the same word order as Yes/No questions.

You put a question word at the beginning of the question.

Why is she tired? Where do you live? How many times have you been to Peru?

Tense review

Tense	Uses	Affirmative	Negative	Question
Simple present	Facts/habits/routines	He works .	He doesn't work .	Does he work?
Simple past	Completed action at a specific past time	She worked yesterday.	She didn't work yesterday.	Did she work yesterday?
Present progressive	Activities in progress now	They're working now.	They aren't working now.	Are they working now?
Future (<i>be</i>) <i>going to</i>	Future plans and intentions	We're going to work at home tomorrow.	We aren't going to work at home tomorrow.	Are we going to work at home tomorrow?
Present perfect	Completed action in "time up to now"	It's worked recently.	It hasn't worked recently.	Has it worked recently?

Unit 1 Exercises

1 Write Yes/No questions with *you*.

Somebody wants to know if you ...

- like jazz
Do you like jazz?
- can swim
- went skiing last winter
- are wearing jeans today
- have been to Argentina
- are going to drive home after the class

2 Write short answers to the questions in Exercise 1.

- Yes, I do. / No, I don't.*

Check (✓) the short answer that is true for you.

3 Think of a person you know well. Use the information in Exercise 1 and write Yes/No questions and short answers with *he* or *she*.

- Does he like jazz?*
Yes, he does. / No, he doesn't.

Check (✓) the short answer that is true (if you know it).

4 Insert the subject *you* in the correct position to make questions.

- How far do live from the school?
How far do you live from the school?
- When did last go to the theater?
- What are going to do this evening?
- How many cups of coffee have had today?
- What kind of pen are using right now?
- Where did buy your shoes?

Ask your partner the questions.

5 Complete the questions with *you* and then match the questions and the answers.

- | | |
|--------------------------------------|----------------------------------|
| a) What / do? <i>What do you do?</i> | 1 In 2005. |
| b) Who / work for? | 2 On foot. |
| c) Which department / work in? | 3 I'm a computer programmer. |
| d) How / get to work? | 4 Because I love computer games. |
| e) When / start working there? | 5 In the games department. |
| f) Why / like working there? | 6 \$63,000 a year. |
| g) How much / earn? | 7 Microsoft. |

Write your own answers to the questions.

6 Name the tense for each sentence.

- We're studying Shakespeare in our English class. *Present progressive.*
- My parents named me after my uncle.
- I've recently learned to drive.
- My friends are going to organize a party for me tomorrow.
- I like getting up early in the morning.

Put each sentence into the negative.

- We aren't studying Shakespeare in our English class.*

Check (✓) the sentences (affirmative or negative) that are true for you.

- We're studying Shakespeare in our English class. ✓*



Unit 2 Nouns and quantity expressions

Countable nouns

Most nouns in English are countable. They have a singular and a plural form.

Regular forms		
Singular	Plural	Spelling
a place	two places	Add s .
a church	three churches	Add es after <i>ch, sh, s, x</i> .
a city	ten cities	Add ies after a consonant + <i>y</i> .
a leaf	ten thousand leaves	Add ves after vowel + <i>f</i>

Irregular forms	
Singular	Plural
a person	two people
a child	two children
a man	two men
a woman	two women
a foot	two feet
a tooth	two teeth

⚠ a or an?

With singular nouns, you use *a* before a consonant sound: *a town, a college*.

You use *an* before a vowel sound: *an airport, an office*.

⚠ Plural nouns

Some nouns are always plural and don't have a singular form. You can't use *a/an* or put a number in front of them.

I have some pink jeans. (NOT ~~*I have a pink jeans.*~~)

Common plural nouns: *clothes, glasses, jeans, pajamas, pants, scissors, shorts, sunglasses*.

Uncountable nouns

Some nouns in English are uncountable. They only have a singular form. You can't use *a/an* or put a number in front of them.

We had bad weather. (NOT ~~*We had a bad weather.*~~)

Common uncountable nouns: *advice, architecture, food, furniture, homework, information, knowledge, love, money, music, news, traffic, transportation, weather, work*.

Quantity expressions

These are ways you can talk about quantity if you can't or don't want to use an exact number.

With countable nouns: (only) *a few* / (way) *too many* / *How many ...?*

Only a few people saw what happened.

How many emails do you get every day?

With uncountable nouns: (only) *a little* / (way) *too much* / *How much ...?*

There's a little wine left, but no beer.

How much homework do you get?

With countable and uncountable nouns: *a lot of* / *lots of* / *not ... enough*

She has a lot of problems.

He didn't give me enough information.

too + much/many (+ noun) = excessive or more than necessary.

I have too much work and not enough time.

Unit 2 Exercises

1 Write the plural forms for the following countable nouns.

- a) a name *names* c) a menu e) a family g) a person i) a day k) a camera
b) a place d) a bus f) a wife h) a foot j) a mouse l) a watch

2 Put the nouns in the box into the table.

~~advice~~ ~~child~~ city homework information money
news office problem tooth weather woman

Countable nouns	Uncountable nouns
<i>child</i>	<i>advice</i>

Add three more nouns to each column.

3 Complete the sentences with *a/an* or *some*.

- a) I have *some* money in my pocket. e) I have ____ homework to do this evening.
b) I have ____ gold ring on my finger. f) I have ____ laptop I use for work.
c) I have ____ black jeans at home. g) I have ____ great music on my MP3 player.
d) I have ____ scissors in my bag. h) I have ____ sunglasses in my car.

Check (✓) the sentences that are true for you.

4 Underline the correct form of *be*.

- a) How is / are the weather today?
b) How was / were the traffic this morning?
c) What is / are the people like on your street?
d) What is / are the furniture like in your living room?
e) What was / were the English teachers like at your high school?
f) What was / were the food like at the last restaurant you went to?

Ask your partner the questions.

5 Complete the sentences with *be + a lot of*.

In my city ...

- a) there *are a lot of* parks. c) there ____ good restaurants. e) there ____ pollution.
b) there ____ good nightlife. d) there ____ traffic. f) there ____ bookstores.

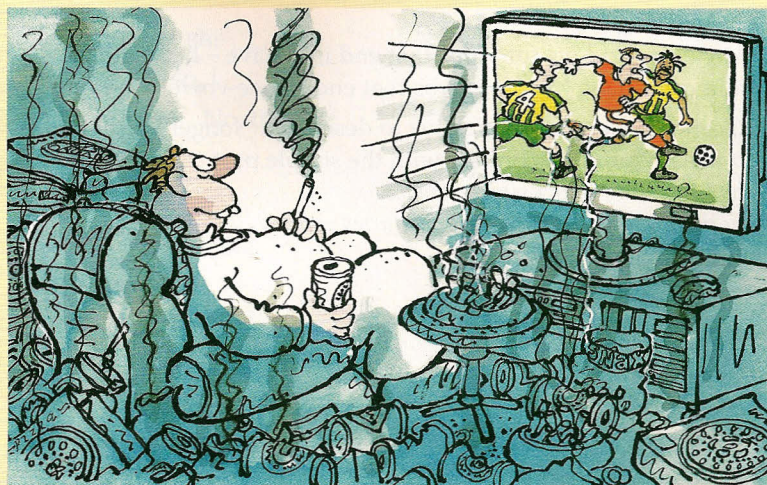
Make the sentences negative. Use *not be + much/many*.

- a) *There aren't many parks.*

Which sentences are true for your city?

6 Look at Paul. What do you think is wrong with his lifestyle? Write sentences with *too much/many* and *not enough*.

- a) drink / beer
He drinks *too much* beer.
b) eat / pizzas
c) eat / fruit and vegetables
d) smoke / cigarettes
e) do / exercise
f) watch / TV
g) get / fresh air



Unit 3 Simple past. Past progressive

Part 1: Simple past

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He/She/It/ We/They worked .	I/You/He/She/ It/We/They didn't (did not) work.	Did I/you/he/ she/it/we/they work?	Yes, I/you/he/she/ it/we/they did .	No, I/you/he/ she/it/we/they didn't .

Spelling: regular verbs

Add *ed/d* after most verbs: work – worked, demonstrate – demonstrated

Delete *y* and add *ied* for verbs that end in a consonant + *y*: study – studied; try – tried

Add a consonant + *ed* for verbs that end in one vowel + one consonant: stop – stopped; plan – planned


The ten most frequently used irregular verbs are:

- | | |
|-------------------|----------------|
| 1 say – said | 6 see – saw |
| 2 get – got | 7 make – made |
| 3 go – went | 8 come – came |
| 4 know – knew | 9 take – took |
| 5 think – thought | 10 give – gave |

See a fuller list of irregular verbs on page 159.

You can use the simple past as the main tense to talk about past events and past situations.

It's commonly used to tell stories.

 There is only *one* past form for every verb except *be*.

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/He/She/It was tired.	I/He/She/It wasn't (was not) tired.	Was I/he/she/it tired?	Yes, I/he/she/it was .	No, I/he/she/it wasn't .
You/We/They were tired.	You/We/They weren't (were not) tired.	Were you/we/ they tired?	Yes, you/we/they were .	No, you/we/they weren't .

Part 2: Past progressive

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/He/She/It was working .	I/He/She/It wasn't (was not) working .	Was I/he/she/it working?	Yes, I/he/she/it was .	No, I/he/she/it wasn't .
You/We/They were working .	You/We/They weren't (were not) working .	Were you/we/ they working?	Yes, you/we/they were .	No, you/we/they weren't .

Spelling: *ing*-forms

Delete *e* and add *ing* for verbs that end in *e*: have – having; make – making

Add a consonant + *ing* for verbs that end in one vowel + one consonant: run – running; stop – stopping

You can use the past progressive to describe a “longer” activity that was in progress when other past events happened.

You usually use it in contrast with the simple past.

*I saw her when I **was driving** home.*

*They **were playing** tennis when it started raining.*

Unit 3 Exercises

Part 1

1 Write the simple past forms for these verb sets.

- a) work *worked* / go / call / help c) try / play / study / copy
b) take / make / wake / bake d) stop / plan / hop / walk

In each set, which verb doesn't belong? Why?

- a) "go – went" doesn't belong because it's irregular.

2 Write the simple past forms of these irregular verbs.

- | | | | | | | |
|------------------------|----------|----------|----------|---------------|---------|----------|
| a) teach <i>taught</i> | e) speak | i) fall | m) sink | q) understand | u) find | y) meet |
| b) sit | f) make | j) learn | n) throw | r) bring | v) wear | z) think |
| c) say | g) begin | k) catch | o) swim | s) run | w) buy | |
| d) know | h) ring | l) fly | p) read | t) sleep | x) come | |

3 Use the prompts in parentheses to write negative sentences about the past.



- | | |
|--|---|
| a) My father taught me how to swim. (how to drive)
<i>My father didn't teach me how to drive.</i> | d) I had fish for dinner last night. (meat) |
| b) I went to a public school. (private school) | e) I studied French at school. (English) |
| c) My parents gave me money for my birthday. (a gift) | f) I played tennis when I was young. (basketball) |

Check (✓) the sentences that are true for you.

Part 2

1 Write the *ing*-form of these verbs.

- | | | | | | |
|-----------------------|----------|---------|----------|---------|---------|
| a) come <i>coming</i> | c) hit | e) play | g) smoke | i) swim | k) win |
| b) eat | d) leave | f) put | h) study | j) wake | l) work |

2 Complete the questions and short answers about these times yesterday.

- a) **8:00 a.m.** Were you having breakfast? Yes, I *was*. No, I *wasn't*.
b) **8:30 a.m.** Were you driving to work? Yes, I _____. No, I _____.
c) **10:00 a.m.** _____ your mother working? Yes, she _____. No, she _____.
d) **4:00 p.m.** _____ you walking around town? Yes, I _____. No, I _____.
e) **8:00 p.m.** _____ your parents watching TV? Yes, they _____. No, they _____.

Ask your partner the questions.

3 Complete the sentences with the simple past or the past progressive.

- a) We (move) *moved* several times when I was a child.
b) My parents met when they (study) _____ at college.
c) When I finished school, I (start) _____ work in a bank.
d) When I looked out of the window this morning, it (rain) _____.
e) When I got to work, I (turn on) _____ my computer.
f) When the teacher came into the classroom, I (talk) _____ to my friend on my cell phone.

Check (✓) the sentences that are true for you.

Unit 4 Verb patterns. Simple present and present progressive

Part 1: Verb patterns – verbs with two objects

Some common verbs can have two objects. Two different word orders are possible, but the meaning is the same. The word order **verb + person + thing** is more common, especially with object pronouns (*me, you, him, etc.*).

(indirect object)					(direct object)	(direct object)					(indirect object)	
verb	+	person	+	thing	=	verb	+	thing	+	to/for	+	person
I	bought	him		a gift.	=	I	bought	a gift		for		him.
He	lent	her		some money.	=	He	lent	some money		to		her.

Common verbs with the pattern **verb + thing + to + person**: *give, lend, offer, pass, read, send, show, teach, tell*.

Common verbs with the pattern **verb + thing + for + person**: *buy, find, get, make*.

⚠ You can't use the word order **verb + person + thing** with certain verbs: e.g. *describe, explain, say, or suggest*.
He explained the situation to me. (NOT ~~He explained me the situation.~~)
She said hello to us. (NOT ~~She said us hello.~~)

Part 2: Simple present and present progressive

Simple present

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/We/They work .	I/You/We/They don't (do not) work .	Do I/you/we/they work ?	Yes, I/you/we/they do .	No, I/you/we/they don't .
He/She/It works .	He/She/It doesn't (does not) work .	Does he/she/it work ?	Yes, he/she/it does .	No, he/she/it doesn't .

Spelling: 3rd person singular

Add *s* after most verbs: *live – lives; play – plays; work – works*

Add *es* after *ch, sh, s, x*: *watch – watches; finish – finishes*

Delete *y* and add *ies* after a consonant + *y*: *study – studies*

Irregular forms: *do – does; go – goes; have – has*

You can use the simple present to talk about:

- things that are always true. *He looks like his father. Ice forms at 0°C.*
- things that happen regularly or all the time. *He plays tennis on Friday. She never gets up before 9:00 a.m.*

Present progressive

Affirmative	Negative	Question	Short answer Yes	Short answer No
I'm (am) working .	I'm not (am not) working .	Am I working ?	Yes, I am .	No, I'm not.
You/We/They're (are) working .	You/We/They aren't (are not) working .	Are you/we/they working ?	Yes, you/we/they are .	No, you/we/they aren't .
He/She/It's (is) working .	He/She/It isn't (is not) working .	Is he/she/it working ?	Yes, he/she/it is .	No, he/she/it isn't .

Spelling: ing-forms

Delete *e* and add *ing* for verbs that end in *e*: *have – having; make – making*

Add a consonant + *ing* for verbs that end in one vowel + one consonant: *run – running; stop – stopping*

You can use the present progressive to talk about:

- activities that are in progress at the moment of speaking. *What are you doing? I'm writing an email.*
- activities that are in progress around the moment of speaking. *Cars are getting cheaper, but house prices are going up.*

Part 1

- I gave my mom a foot spa.*

a) Could you send me the money? b) (Not possible to change.)

Answer the questions.

Unit 5 Comparative and superlative adjectives. Phrasal verbs

Part 1: Comparative and superlative adjectives

	Adjective	Comparative	Superlative
Short adjectives: add <i>er/est</i> Adjectives ending in a consonant or <i>e</i>	new nice	newer nicer	the newest the nicest
Adjectives ending in a single vowel + a single consonant	big	bigger	the biggest
Adjectives ending in <i>y</i>	healthy	healthier	the healthiest
Irregular adjectives	good bad	better worse	the best the worst
Long adjectives: add <i>more / the most</i>	exciting	more exciting	the most exciting

You use comparative adjectives to compare people/things with other people/things.

*Fernando Alonso is **older than** Lewis Hamilton.*

You can use *a little bit* or *much* to modify comparisons.

*Olímpico Stadium is **a little bit bigger than** the Jalisco Stadium.*

*Cristiano Ronaldo is **much better looking than** Wayne Rooney.*

You use *not as* + adjective + *as* to make negative comparisons.

*Golf is **not as dangerous as** motor racing.*

You use superlative adjectives to compare people/things with all the other people/things in their group.

*Muhammad Ali is **the greatest** sportsman of all time.*

*Soccer is **the most popular** sport in the world.*

Part 2: Phrasal verbs

The term "phrasal verb" usually refers to all multi-word verbs, consisting of a verb + particle(s). Phrasal verbs can be divided into three basic types.

1 Verb + particle (INTRANSITIVE)

Some phrasal verbs are intransitive and don't take a direct object.

***Sit down** and enjoy it.*

*When are you going to **grow up**?*

2 Verb + object + particle (TRANSITIVE – SEPARABLE)

The biggest group of phrasal verbs is transitive. These verbs take a direct object.

With separable verbs, when the direct object is a noun, you can put it before or after the particle.

***Take off** your shoes. OR **Take** your shoes **off**.*

When the direct object is a pronoun, you have to put it between the verb and the particle.

***Turn it off**, please. (NOT ~~Turn off it~~.)*

3 Verb + particle + object (TRANSITIVE – NOT SEPARABLE)

With this type of phrasal verb, you always put the direct object – noun or pronoun – after the particle.

*She **takes care of** her grandmother.*

*I **ran after** the bus, but it didn't stop.*

Unit 5 Exercises

Part 1

1 Complete the table with the adjectives in the box. There are three adjectives in each section.

bad famous good happy interesting kind lazy lucky nice sad
strong successful thin wet

a) Add <i>er/r</i>	<i>kind – kinder than</i>
b) Double letter + <i>er</i>	<i>sad – sadder than</i>
c) Delete <i>y</i> , add <i>ier</i>	<i>happy – happier than</i>

d) Irregular	<i>bad – worse than</i>
e) <i>more</i> + adjective	<i>famous – more famous than</i>

2 Write sentences comparing the places. Use *a little bit* or *much* and the comparative form of the adjective.

- | | |
|---|---------------------------------|
| a) France / big / Spain
<i>France is a little bit bigger than Spain.</i> | d) Tokyo / expensive / Bangkok |
| b) India / hot / Canada | e) Rome / far north / Barcelona |
| c) The Nile River / long / the Amazon | f) Manila / crowded / Helsinki |

Rewrite the sentences using *not as ... as* so they have the same meaning.

- a) *Spain isn't as big as France.*

3 Use *a little bit* / *much* / *not as ... as* to write true sentences comparing the following. Use the adjectives in the box or your own ideas.

complicated confident difficult energetic expensive
healthy large modern old sophisticated

- | | |
|--|---|
| a) your mom / your dad
<i>My mom is a little bit older than my dad.</i> | d) your first cell phone / the cell phone you have now |
| b) English / your language | e) the house you were born in / the house you live in now |
| c) you ten years ago / you now | f) your town ten years ago / your town now |

Compare your sentences with a partner.

Part 2

1 Rewrite these sentences so that they have the same meaning.

- | | |
|--|---|
| a) Can you turn off the light, please?
<i>Can you turn the light off, please?</i> | d) Pick all the papers up before you leave! |
| b) She threw my letter away. | e) Write down your name, please. |
| c) I'd like to try on this dress, please. | f) I gave back his pen. |

2 Put the words in parentheses in the correct order to complete each sentence. Consult your dictionary if necessary.

- I'm very similar to my mother – I *take after her*. (after / take / her)
- I have good relationships with my neighbors – I _____. (get / well / them / with / along)
- I keep my neighbors' pet when they go on vacation – I _____. (take care / it / of)
- I lived with my grandparents when I was a child – they _____. (up / brought / me)
- My children always leave their things on the floor – they don't _____. (away / them / put)
- I invent excuses when I'm late – I _____. (make / up / them)
- I stopped going to the gym – I _____. (up / it / gave)
- When I see a new phrasal verb, I consult my dictionary – I _____. (it / look / up)

Are any of the sentences true for you?



Unit 6 Permission and obligation (present). Present perfect

Part 1: *can* for permission; *have to* for obligation

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. can work.	I/You/He, etc. can't (cannot) work.	Can I/you/he, etc. work?	Yes, I/you/he, etc. can.	No, I/you/he, etc. can't.

You can use *can* and *can't* to talk about permission.

- can* means something is permitted: it's OK. *In my country, you **can** leave school when you are sixteen.*
- can't* means something isn't permitted: it isn't OK. *You **can't** vote until you are eighteen.*

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/We/They have to work.	I/You/We/They don't have to work.	Do I/you/we/they have to work?	Yes, I/you/we/ they do.	No, I/you/we/they don't.
He/She/It has to work.	He/She/It doesn't have to work.	Does he/she/it have to work?	Yes, he/she/it does.	No, he/she/it doesn't.

You use *have to* / *don't have to* to talk about necessity or obligation.

- have to* means something is necessary or it's obligatory. *In the USA, you **have to** drive on the right.*
- don't have to* means something isn't necessary or it isn't obligatory. *You **don't have to** wear a helmet on a bicycle.*

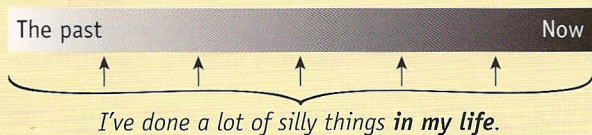
Part 2: Present perfect

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/We/They've (have) worked.	I/You/We/They haven't (have not) worked.	Have I/you/we/ they worked?	Yes, I/you/we/ they have.	No, I/you/we/ they haven't.
He/She/It's (has) worked.	He/She/It hasn't (has not) worked.	Has he/she/it worked?	Yes, he/she/it has.	No, he/she/it hasn't.

See the list of irregular verbs on page 159.

You can use the present perfect to talk about completed actions in time "up to now." You don't focus on *when*.

Time "up to now"



Common time expressions which describe time "up to now": *today, this week, recently, never, over the years.*

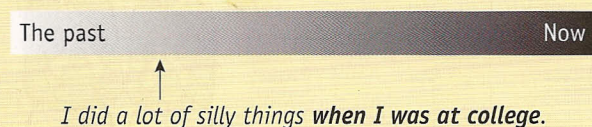
With these time expressions, you usually use the present perfect.

*My brother **has never been** to a rock concert. I **haven't seen** any good movies **recently.***

! *been* is the past participle of *be*, but you can also use it as a past participle of *go*. Compare:

- He's **been** to Rome.* = He went and came back.
- He's **gone** to Rome.* = He went and is in Rome now.

"Finished" time



Common time expressions which describe "finished" time: *yesterday, last month, in 1990, a few minutes ago.*

With these time expressions, you use the simple past.

*She **called** you a few minutes ago. I **didn't go** to the mountains **last summer.***

Unit 6 Exercises

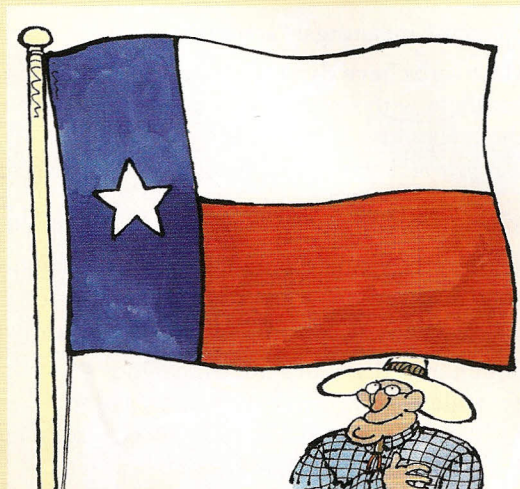
Part 1

- 1 Work with a partner. Test your knowledge of life in Texas. Underline the correct verbs in these sentences.

- You have to / can leave school when you're sixteen.
- You don't have to / can't wear a helmet on a bicycle.
- You have to / can vote when you're eighteen.
- You don't have to / can't get married until you're eighteen.
- You have to / can buy alcohol when you're twenty-one.
- You have to / can drive on the right.
- You have to / can drive a car when you're sixteen.
- You don't have to / can't carry an ID card.

Check (✓) the sentences that are true for your country.

- 2 Write similar sentences about the things you *can*, *can't*, *have to*, or *don't have to* do in your country.



Part 2

- 1 Complete the tables with the correct past participles for these irregular verbs.

Infinitive	Simple past	Past participle
be	was/were	(1) <i>been</i>
do	did	(2) _____
take	took	(3) _____
drink	drank	(4) _____
break	broke	(5) _____
see	saw	(6) _____
eat	ate	(7) _____

Infinitive	Simple past	Past participle
write	wrote	(8) _____
forget	forgot	(9) _____
ride	rode	(10) _____
become	became	(11) _____
stand	stood	(12) _____
give	gave	(13) _____
go	went	(14) <i>gone</i> / (15) _____

- 2 Write the sentences in the negative.

- I've been on TV. *I haven't been on TV.*
- I've sung karaoke.
- I've driven a sports car.
- I've met a famous person.
- I've climbed a mountain.
- I've called up a TV show.

Check (✓) the sentences that are true for you.

- 3 Write present perfect questions with *you* for the sentences in Exercise 2.

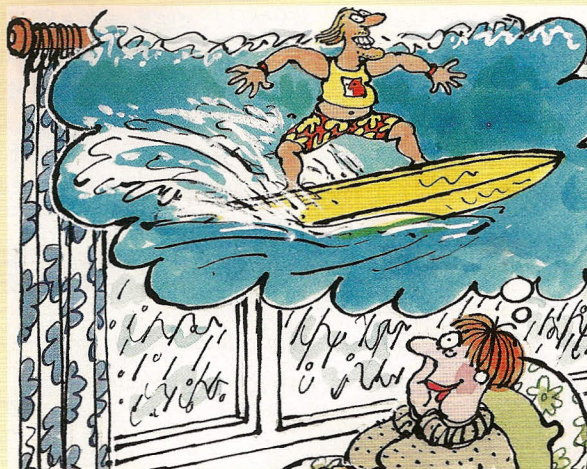
- Have you been on TV?*

Ask your partner the questions.

- 4 Underline the correct tense.

- I've never been / never went to Australia.
- I haven't done / didn't do my homework last night.
- My parents haven't called / didn't call me recently.
- I've never eaten / didn't eat sushi.
- I've been / went skiing last winter.
- I've had / had a bicycle when I was a child.

Check (✓) the sentences that are true for you.



Unit 7 Dynamic and stative meanings. Future forms

Part 1: Dynamic and stative meanings

Dynamic meanings: "actions"

Most verbs have dynamic meanings. They describe actions: something "happens." You can use them with simple forms to talk about habits or routines, or progressive forms to talk about activities in progress.

I recycle all paper, plastic, and bottles. We're destroying the planet. The telephone is ringing.

Stative meanings: "states"

Some verbs connected with knowledge, emotion, or possession have stative meanings. They describe states: nothing "happens." You cannot use them with progressive forms.

I want a fairer system. I don't feel strongly about politics.

Common verbs with stative meanings:

- feelings: *hate, like, love, prefer, want.*
- thoughts: *believe, feel, know, think, understand.*
- possession: *belong, have, own.*
- senses: *feel, hear, see, smell, sound, taste.*
- appearance: *appear, look (like), seem.*

⚠ Some verbs can have both dynamic and stative meanings:

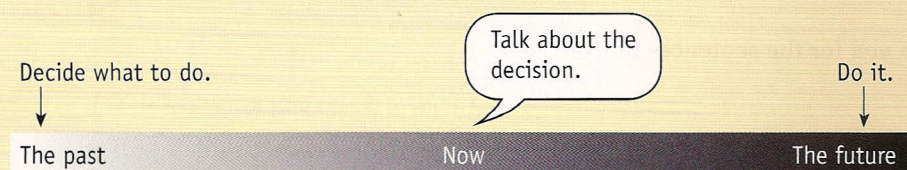
Rosie is having a great time at college. (have = dynamic meaning)

Brian has a beautiful house. (have = stative meaning)

Part 2: Future forms: (be) going to and present progressive

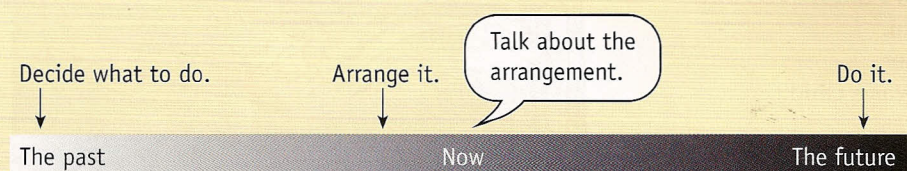
Affirmative	Negative	Question	Short answer Yes	Short answer No
I'm (am) going to work.	I'm not (am not) going to work.	Am I going to work?	Yes, I am.	No, I'm not.
You/We/They're (are) going to work.	You/We/They're not (are not) going to work.	Are you/we/they going to work?	Yes, you/we/they are.	No, you/we/they aren't.
He/She/It's (is) going to work.	He/She/It isn't (is not) going to work.	Is he/she/it going to work?	Yes, he/she/it is.	No, he/she/it isn't.

You can use (be) going to to talk about your future intentions. You have made a decision about a future event and you are talking about that decision.



One of these days, I'm going to get in shape. He's going to tell me all about his vacation.

You can use the present progressive to talk about future arrangements. You have arranged a future event and you are talking about that arrangement.



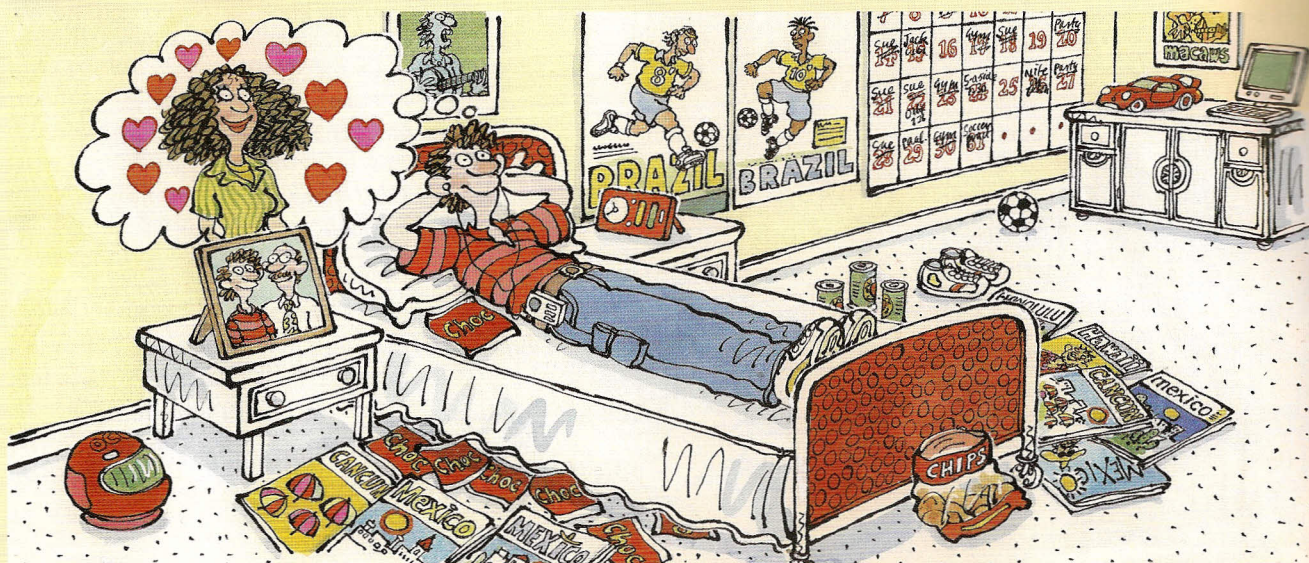
Are you doing anything on Thursday? We're meeting the President this afternoon at 2:00 p.m.

For present progressive verb forms, see page 132.

Unit 7 Exercises

Part 1

- 1 Look at the picture of Tom in his room. Complete the sentences with the present progressive or the simple present.



- a) Tom (take) *is taking* a rest.
 b) He (think) _____ about his girlfriend.
 c) He (listen) _____ to music.
 d) He (have) _____ a motorcycle.
 e) He (love) _____ chocolate.
 f) He (think) _____ Brazil is the best soccer team.
 g) He (look) _____ like his father.
 h) He (know) _____ a lot of people.
 i) He (plan) _____ a vacation.
 j) He (seem) _____ happy.
- 2 Use the same dynamic or stative meanings of the verbs in Exercise 1 and write example sentences that are true for you.
- a) *I'm taking a picture.*

Part 2

- 1 Complete these New Year resolutions with *going to* + a verb in the box.

change get give up ~~join~~ not eat not watch spend start

- a) the Green Party
I'm going to join the Green Party.
 b) yoga classes
 c) a better job
 d) so much fast food
 e) my hairstyle
 f) so much TV
 g) smoking
 h) less time on the computer

Which resolutions would be good for you?

- 2 Look at Jane's organizer. Complete the conversation.

Rick: Would you like to meet for coffee tomorrow morning?
 Jane: I can't. (1) *I'm going to the dentist.*
 Rick: What about later in the morning?
 Jane: Sorry, but (2) _____.
 Rick: OK. Are you free for lunch?
 Jane: I'd love to, but (3) _____.
 Rick: And the afternoon?
 Jane: (4) _____ with Tim, and then at 4:30 (5) _____.
 Rick: Dinner?
 Jane: Look, I'm really sorry but from 7:30 to 9:30 (6) _____.
 Rick: OK, OK. Another time ... By the way, who's Tim?

MAY 26

9:20 a.m. Dentist
 11:00 a.m. Meet Mom in town
 1:00 p.m. Lunch with Vicky
 3:00 p.m. Tennis with Tim
 4:30 p.m. Pick up the children from school
 7:30-9:30 p.m. Drink with Tim

Write sentences describing any arrangements you have made for the next few days.

Unit 8 Permission and obligation (present and past). Advice

Part 1: *can/could* for permission; *have to / had to* for obligation

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. could work.	I/You/He, etc. couldn't (could not) work.	Could I/you/he, etc. work?	Yes, I/you/he, etc. could .	No, I/you/he, etc. couldn't .

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. had to work.	I/You/He, etc. didn't have to work.	Did I/you/he, etc. have to work?	Yes, I/you/he, etc. did .	No, I/you/he, etc. didn't .

Permission: <i>can/could</i> ; <i>can't/couldn't</i>			Obligation: <i>have to / don't have to</i> ; <i>had to / didn't have to</i>	
	Permitted	Not permitted	Necessary	Not necessary
Present	You can do it.	You can't do it.	You have to do it.	You don't have to do it.
Past	You could do it.	You couldn't do it.	You had to do it.	You didn't have to do it.

You can use *can/could* to talk about permission. *could* is the past form of *can*.

When I was fourteen, I **could** stay out as long as I wanted.

Swiss women **couldn't** vote in elections until 1971.

You use *have to / had to* to talk about necessity or obligation. *had to* is the past form of *have to*.

I **had to** wear a uniform at school.

In the 1960s, you **didn't have to** wear a helmet on a motorcycle.

Part 2: *must* and *should* for advice

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. must work.	I/You/He, etc. mustn't (must not) work.	Must I/you/he, etc. work?	Yes, I/you/he, etc. must .	No, I/you/he, etc. mustn't .
I/You/He, etc. should work.	I/You/He, etc. shouldn't (should not) work.	Should I/you/he, etc. work?	Yes, I/you/he, etc. should .	No, I/you/he, etc. shouldn't .

You can use *must* and *should* to give advice. *must* is stronger than *should*.

You **must** lose weight (or you'll die)!

You **should** lose weight (because you'll feel much healthier).

Mustn't is usually used only in writing. We usually use *can't* instead of *mustn't*. (See above.)

You **mustn't** smoke in a gas station. = You **can't** smoke in a gas station.

Unit 8 Exercises

Part 1

1 Write the following sentences in the negative.

When I was fourteen, ...

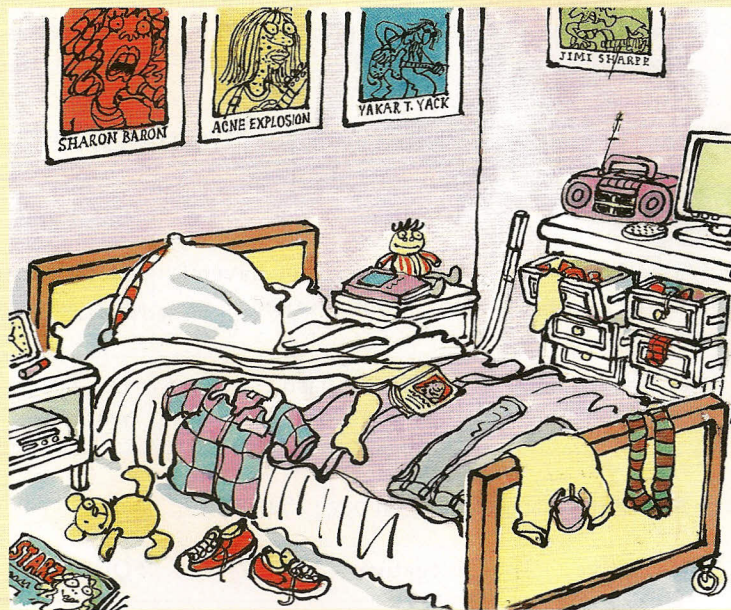
- I had to make my bed every morning.
I didn't have to make my bed every morning.
- I could wear whatever I wanted.
I couldn't wear whatever I wanted.
- I had to keep my room neat and clean.
- I had to help my parents at home.
- I had to travel everywhere by bicycle.
- I could invite friends home on weekends.
- I could stay out after 10:00 p.m.
- I could play my music as loud as I wanted.

Check (✓) the affirmative or negative sentences that are true for you.

2 Write questions with *you* for the sentences in Exercise 1.

- Did you have to make your bed every morning?*

Work with a partner. Ask and answer the questions.



Part 2

1 Complete the sentences. Use an appropriate form of *should* or *must*.

- You *should* go home early. You look very tired.
- It's only a cough, but you *must* take this medicine four times a day.
- Mom, you *shouldn't* kiss me in front of my friends.
It's embarrassing.
- David, you *must* clean your room immediately!
- I think young people *should* show more respect to their elders.
- You *shouldn't* go out with John. He's not good enough for you.
- This is a security announcement. All passengers *must* keep their bags with them at all times!

2 Who said it? Match sentences (a-g) with a person in the box.

a best friend	a co-worker	a doctor	a parent
a teenage boy	an airport announcer	an old man	

- a co-worker*



Unit 9 *for* and *since*. Present perfect: simple and progressive

for and *since*

for + "a period of time" and *since* + "a point in time" are two ways of saying the same thing.

You use *for* when you give the **length** of the time: *for a few days* / *for three years* / *for ages*.

You use *since* when you give the **beginning** of the time: *since Monday* / *since I left school* / *since 1997*.

Present perfect: simple and progressive

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/We/ They've (have) worked.	I/You/We/They haven't (have not) worked.	Have I/you/we/ they worked?	Yes, I/you/we/they have.	No, I/you/we/they haven't.
He/She/It's (has) worked.	He/She/It hasn't (has not) worked.	Has he/she/it worked?	Yes, he/she/it has .	No, he/she/it hasn't.

See the list of irregular verbs on page 159.

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/We/ They've (have) been working.	I/You/We/They haven't (have not) been working.	Have I/you/ we/they been working?	Yes, I/you/we/they have.	No, I/you/we/they haven't.
He/She/It's (has) been working.	He/She/It hasn't (has not) been working.	Has he/she/it been working?	Yes, he/she/it has .	No, he/she/it hasn't.

You usually use the present perfect progressive to describe the duration of a continuous or repeated action from a point in the past up to now.

We've been studying Spanish for ten years.

She's been going to the same hairdresser since the 1990s.

Stative meanings

You don't use the present perfect progressive for verbs with stative meanings. Use the simple form.

She's known Tom since they were at school. (NOT ~~*She's been knowing*~~ ...)

They've had the same computer since 2003. (NOT ~~*They've been having*~~ ...)

See the list of common verbs with stative meanings on page 138.

Note: You can also use the simple form to indicate unchanging, "permanent" situations.

Compare:

I've been living here since the summer.

I've lived here all my life.

Unit 9 Exercises

1 Complete the sentences with *for* or *since*.

- I've had these soccer cleats *for* fifteen years.
- I've had this hairstyle _____ ages.
- I've had this pen _____ my last birthday.
- I've had this bag _____ a long time.
- I've had the same sandals _____ last summer.
- I've had the same ring tone on my cell phone _____ I bought it.
- I've had my driver's license _____ I was eighteen.
- I've had a passport _____ five or six years.

Rewrite the sentences so they are true for you.



2 Write the *ing*-form and the past participle for each of these verbs.

- | | |
|----------------------------------|----------|
| a) steal <i>stealing, stolen</i> | h) get |
| b) grow | i) tell |
| c) sell | j) cost |
| d) drive | k) hear |
| e) send | l) lose |
| f) pay | m) build |
| g) feel | n) lend |

3 Look at the information. Use the underlined verb to write a sentence in the simple or progressive form of the present perfect.

- We are married. We got married in 2007.
We've been married since 2007.
- I am reading the newspaper. I started reading half an hour ago.
I've been reading the newspaper for half an hour.
- He likes jazz. He got interested in jazz when he was at college.
- She 's learning to swim. She started lessons in September.
- She works in a store. She got the job last May.
- They live together. They moved in together last summer.
- I play the guitar. I started playing when I was eight.
- We have a motorcycle. We bought it three years ago.

Use the same underlined verbs to write present perfect sentences about yourself.

4 Write questions using *How long ...?* Use the progressive form where possible.

- know / best friend?
How long have you known your best friend?
- wear / the same sunglasses?
- go / to the same dentist?
- listen to / the same kind of music?
- be / in the same job?
- drive / the same car?
- live / in the same house?
- do your shopping / in the same grocery store?

Write answers to the questions.



Unit 10 *will* (future). Future time clauses. *used to*

Part 1: *will* (future). Future time clauses

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. I'll (will) work.	I/You/He, etc. won't (will not) work.	Will I/you/he, etc. work?	Yes, I/you/he, etc. will.	No, I/you/he, etc. won't.

will is a modal verb. You can use *will* to talk about the future when there is no present plan, intention, or arrangement.

Compare:

What are you doing / going to do this weekend? (= I think you have plans, intentions, or arrangements.)

What will you do this weekend? (= I don't think you know.)

Future time clauses

When you are talking about the future, you use a future form in the main clause but you use a present tense in the subordinate clauses after *when*, *if*, *as soon as*, *before*, *after*, etc.

Two different sentence formations are possible.

Conjunction	Subordinate clause	Main clause
When If	he gets home, it rains tomorrow,	he's going to take a shower. we'll play inside.

Main clause	Conjunction	Subordinate clause
He's going to take a shower We'll play inside	when if	he gets home. it rains tomorrow.

Part 2: *used to*

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. used to work.	I/You/He, etc. didn't use to work.	Did I/you/he, etc. use to work?	Yes, I/you/he, etc. did.	No, I/you/he, etc. didn't.

You can use *used to* + infinitive to talk about past habits (repeated actions in the past) or past states. It describes things that were true in the past, but are probably not true now.

I used to go to school by bus.

I didn't use to enjoy English lessons.

What kind of car did you use to have?

⚠ It isn't possible to use *used to* + infinitive to talk about a single action in the past. You use the simple past.

One weekend, we went to Dallas. (NOT ~~*One weekend, we used to go to Dallas.*~~)

Unit 10 Exercises

Part 1

1 Underline the most appropriate future form.

- a) I've forgotten my dictionary. Don't worry: I'll lend / I won't lend you mine.
- b) If you don't hurry up, you'll be / you won't be in time for your train.
- c) This is a great gift. Dom will love / Dom won't love it!
- d) I think Anna will get / Anna won't get the job. She's the best person for it.
- e) We've got a problem with the car. We'll arrive / We won't arrive before 11:00 p.m.
- f) They'll play / They won't play outside if the weather is bad.

2 Write the correct form of the verb in parentheses.

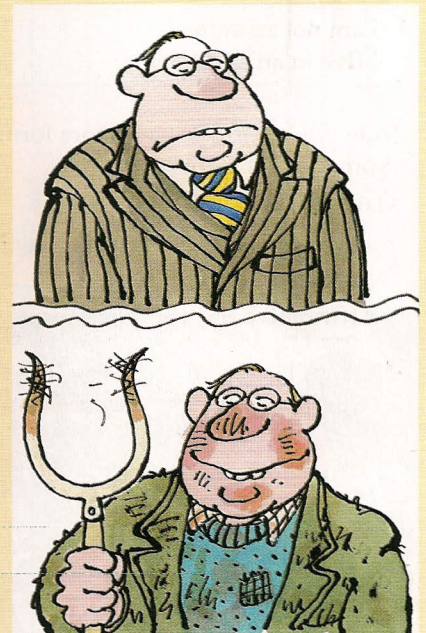
- a) As soon as the class (finish) *finishes*, Sue's going to buy a lottery ticket.
- b) Terry will get married when he (meet) _____ the right woman.
- c) As soon as Rob (get home) _____ this evening, he's going to do his homework.
- d) If it (rain) _____ tomorrow, Jenny will probably drive to class.
- e) If Dana (go) _____ abroad this summer, she'll probably go to England.
- f) Tom will probably get a well-paid job when he (finish) _____ college.

Work with a partner. Replace the names with names of people in the class. How many true statements can you make?

Part 2

1 Complete the conversation with the affirmative, negative, and question forms of *used to*.

- A: What (1 your dad do) *did your dad use to do* before he left his job?
B: He (2 be) _____ a corporate lawyer. He worked in Chicago for a big company.
A: (3 he enjoy) _____ his job?
B: Well, he (4 say) _____ he found it a little bit boring. And he (5 not like) _____ traveling to Chicago every day. You know, he (6 leave) _____ the house at 6:00 every morning and he (7 not arrive) _____ home before 7:30 p.m. I remember he (8 get) _____ very tired.
A: (9 your dad earn) _____ a lot of money?
B: Oh, I guess he did. We (10 have) _____ really nice vacations in the Caribbean and we often (11 eat out) _____ in expensive restaurants. Money was never a problem.
A: So what happened?
B: I don't know exactly. He always (12 tell) _____ me he wanted to "smell the flowers." So last year, he left the company and bought a small organic farm.
A: What's life on the farm like?
B: It's OK – a little bit boring, but Dad's really happy.



What job did you use to want to do when you were a child? Discuss with a partner.

2 Look at the following statements. Where possible, replace the simple past verb forms with *used to* or *didn't use to*.

- a) I was born in a hospital.
- b) As a child, I ~~lived~~ *used to live* in a small town.
- c) I shared a room with my brother/sister.
- d) I had a pet mouse named Jerry.
- e) I watched Cartoon Network on TV every day.
- f) My parents gave me an allowance.
- g) We went to Disneyland once as a special treat.
- h) I didn't enjoy English lessons at school.

3 How many of the statements in Exercise 1 were true for you as a child? Rewrite the sentences so that they are all true for you. Compare your sentences with your partner.

Unit 11 Defining relative clauses. Unreal conditionals

Part 1: Defining relative clauses

A relative clause can define or identify the thing or person introduced in the main clause.

It comes immediately after the person or thing it is describing.

A cheetah is an animal *that can run 100 kilometers an hour.*

The woman *who does my hair* is named Marcia.

The relative pronoun (*that, which, who*) becomes the subject of the verb in the relative clause.

You use *that* (or *which*) for things, and *who* (or *that*) for people.

People ^{subject} who ^{verb} come from Rio de Janeiro are called Cariocas.

A diner is a place ^{subject} that ^{verb} serves food.

Part 2: Unreal conditionals

You can use a conditional sentence to talk about a present (or future) situation that is imaginary or not probable. These sentences are usually called "unreal conditionals."

They have two clauses: an *if*-clause and a main clause.

if-clause

To show that a present (or future) situation is imaginary, you use a past tense.

Real situation	Imaginary situation
I am not an animal.	If I was/were an animal, ...
I live in an apartment.	If I lived in an igloo, ...

Note: *If I/he/she/it were* is more formal than *If I/he/she/it was*. You always use *were* in the fixed expression *If I were you*, ...

Main clause

You usually use *would* + infinitive in the main clause.

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. ' d (would) work.	I/You/He, etc. wouldn't (would not) work.	Would I/you/he, etc. work?	Yes, I/you/he, etc. would .	No, I/you/he, etc. wouldn't .

<i>if</i> -clause	Main clause
If I had \$1 million,	I'd travel around the world.
If I could live anywhere,	I'd choose somewhere hot.

Unit 11 Exercises

Part 1

- 1 Complete these quotations by inserting *who* or *that* in the correct position. In each case, the relative clause describes the underlined word.
- a) A camel is a horse *that* has been designed by a committee. (Alec Issigonis – designer of the Mini)
 - b) Everybody knows how to raise children – except the people have them. (P.J. O'Rourke – US humorist)
 - c) How can you govern a country has 246 varieties of cheese? (Charles de Gaulle – French president)
 - d) Go on, get out! Last words are for fools haven't said enough. (Karl Marx, on his deathbed)
 - e) Life is something happens when you can't get to sleep. (Fran Lebowitz – US humorist)
 - f) A bank is a place will lend you money if you can prove you don't need it. (Bob Hope – US humorist)
 - g) Women want to be equal with men don't have ambition. (Timothy Leary – US philosopher)
 - h) People get nostalgic about childhood were obviously never children. (Bill Watterson – US humorist)

Which quotation do you like best? Discuss with a partner.

- 2 Write sentences that define the underlined words. Use the information in parentheses.

- a) Most of the people speak perfect English. (They work with me.)
Most of the people who work with me speak perfect English.
- b) People make me angry. (They complain all the time.)
- c) I've met lots of people. (They have the same name as me.)
- d) We should ban cars. (They use too much gas.)
- e) I think dictionaries are useless. (They don't give good examples.)
- f) The family has a dog and a cat. (They live next door.)

Are any of these sentences true for you?

Part 2

- 1 Complete the sentences with the correct verb forms to describe imaginary situations.

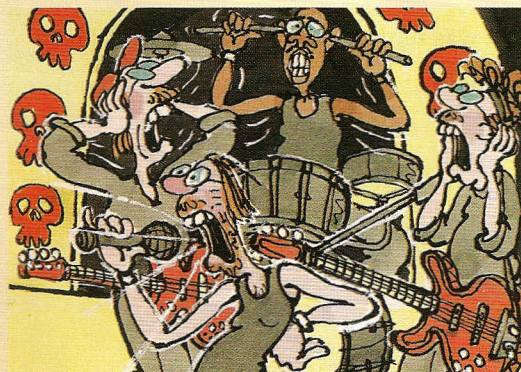
- a) If I (can) *could* sing, I (join) *'d join* a rock band.
- b) If I (win) _____ the lottery, I (give) _____ half the money to charity.
- c) If I (be) _____ more organized, I (not be) _____ late for everything.
- d) If I (have) _____ more time, I (read) _____ more.
- e) If I (not work) _____ so hard, I (not be) _____ so tired.
- f) If I (lose) _____ my job, I (have to) _____ sell my car.

Which sentences are true for you? Compare with a partner.

- 2 Complete at least five of these sentences in an appropriate way.

- a) If I met Brad Pitt, ...
- b) If I could order any food I wanted, ...
- c) If I saw a lion, ...
- d) If I had a Ferrari, ...
- e) If I didn't have to work, ...
- f) If I could speak English perfectly, ...
- g) If there were twenty-five hours in the day, ...
- h) If money was no problem, ...
- i) If I could fly, ...
- j) If today was the last day of my life, ...

Compare your sentences with your partner.



Unit 12 Past perfect. Passives

Part 1: Past perfect

Affirmative	Negative	Question	Short answer Yes	Short answer No
I/You/He, etc. 'd (had) worked.	I/You/He, etc. hadn't (had not) worked.	Had I/you/he, etc. worked?	Yes, I/you/he, etc. had.	No, I/you/he, etc. hadn't.

See the list of irregular verbs on page 159.

You use the past perfect when you are talking about the past and you want to refer to an earlier past time. The past perfect clearly shows that one past event happened earlier than other past events.

I'd had breakfast when I got to work this morning.

Earlier past

Past

Now

Part 2: Passives

In passive sentences, the object of the active verb becomes the subject of the passive verb.

Active

subject **verb** **object**
Somebody built the first Ice Hotel in 1990.

Passive

subject **verb**
The first Ice Hotel was built in 1990.

You can use passive verbs to talk about actions when it doesn't matter (or you don't know) who performed them.

My shoes were designed in Italy.

All the furniture is made of ice.

Affirmative	Negative	Question	Short answer Yes	Short answer No
They're made in China.	They aren't made in China.	Are they made in China?	Yes, they are.	No, they aren't.
It was built here.	It wasn't built here.	Was it built here?	Yes, it was.	No, it wasn't.

Unit 12 Exercises

Part 1

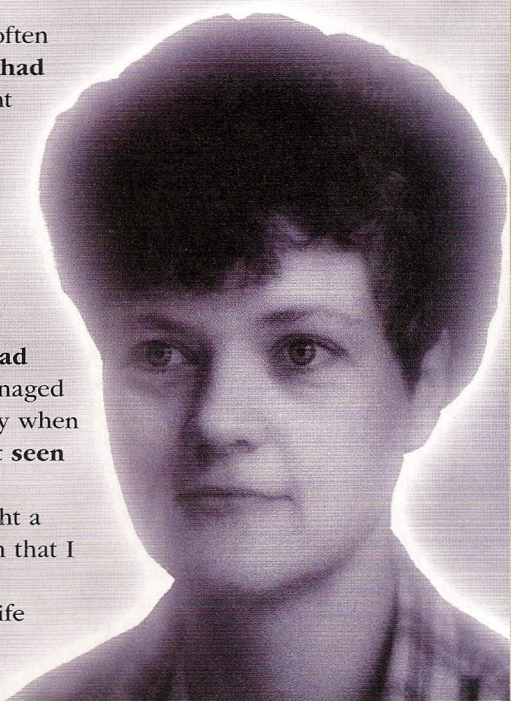
- 1 Read this story about reincarnation. Choose the correct tense – simple past or past perfect – for the verbs (1–12).

Jenny Cockell was sure that she (1) **lived** / **had lived** before. She often dreamed about Mary Sutton, a young Irish woman who (2) **died** / **had died** more than twenty years before Jenny was born. Jenny thought that her dreams (3) **were** / **had been** real memories and that she (4) **was** / **had been** Mary in a previous life.

In her dreams, she saw the house in Ireland where Mary and her family (5) **lived** / **had lived**. As her visions continued and became more detailed, Jenny (6) **realized** / **had realized** that Mary (7) **died** / **had died** in 1930 and that her children could still be alive. She decided to travel to Ireland and find out.

In Ireland, Jenny quickly found the house that she (8) **saw** / **had seen** in her dreams. Then, after a few more investigations, she managed to contact Mary Sutton's oldest son, Sonny. It was an emotional day when Jenny (9) **met** / **had met** the son who she (10) **didn't see** / **hadn't seen** for fifty years. "I talked to him about our family life together. I (11) **reminded** / **had reminded** him of the day when he had caught a rabbit. There were lots of other memories, and they convinced him that I (12) **was** / **had been** his mother in a previous life."

Jenny Cockell has written the story of her extraordinary past life experiences in a book entitled *Yesterday's Children*.



- 2 Did Sonny think that Jenny was his mother? What do you think?

Part 2

- 1 Write passive sentences with the verbs in parentheses.

- | | |
|--|--|
| a) This school (open) _____ in the 1990s.
<i>This school was opened in the 1990s.</i> | d) Our classroom (paint) _____ recently. |
| b) My car (park) _____ outside my house every day. | e) My name (pronounce) _____ differently in English. |
| c) My house (clean) _____ once a week. | f) My watch (make) _____ in Switzerland. |

Check (✓) the sentences that are true for you.

- 2 Write questions to ask your partner with the sentences in Exercise 1.

- a) *Was this school opened in the 1990s?*

Ask your partner the questions.

- 3 Complete the information about Burj al Arab. Choose the correct passive structures for the verbs in parentheses.

The world's tallest hotel (1 call) *is called* Burj al Arab or "Tower of the Arabs." It (2 build) _____ on an artificial island and (3 connect) _____ to the mainland at Jumeirah, Dubai, by a private bridge. Building work (4 start) _____ in 1994 and (5 complete) _____ three years later. The hotel (6 design) _____ to look like the sail of an Arab sailing ship. Burj al Arab (7 consider) _____ to be the world's only seven-star hotel and has become an iconic structure symbolizing modern Dubai.

